

# Northumbria Research Link

Citation: Hope, Alex (2017) Institutionalizing PRME: Lessons from the front line. In: Launching and Implementing a Responsible Management Education, 27th - 29th September 2017, Copenhagen Business School, Copenhagen, Denmark..

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# INSTITUTIONALISATION OF PRME – LESSONS FROM THE FRONTLINE

**ALEX HOPE**

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**NEWCASTLE BUSINESS SCHOOL**



# NEWCASTLE BUSINESS SCHOOL

- ▶ Part of Northumbria University
- ▶ Post '97 - Mid Ranking
- ▶ Faculty of Business and Law
- ▶ 6,000 students (4,000 on campus)
- ▶ AACSB, EPAS not AMBA (yet).
- ▶ Business School of the Year (2015)
- ▶ Nominated for University of the Year (2017)
- ▶ Students Pay £9000+ per year





# ABOUT ME

- ▶ Associate Professor of Business Ethics
- ▶ Director of Student Engagement and Satisfaction
- ▶ Academic lead on PRME
- ▶ Recruited with a PRME brief (kind of)
- ▶ Vice Chair UK & Ireland PRME Chapter
- ▶ Co-Chair UN PRME working group on Climate Change and Environment



# TIMELINE



- ▶ Attended CBS programme Sept 2014
- ▶ Signed up to PRME November 2014
- ▶ Curriculum review 2015
- ▶ Roll out of revised Programmes 2016
- ▶ 1st SIP report Jan 2017
- ▶ Hosted 4th UK & Ireland PRME research conference (June 2017)
- ▶ More involved in UN PRME leadership
- ▶ Institutionalising PRME 2018





**Newcastle Business School**  
**Principles of Responsible Management**  
**Education Project (NBS PRIME)**

Impact Area	Anticipated Impact Description
Curriculum	Enhancement and widening of core business curriculum to include responsible management principles.
Pedagogy	Enhanced pedagogical approaches centered on activities which promote a participatory approach to learning.
Research Excellence	New opportunities to engage in responsible management, sustainable business and pedagogic research. Links well to the Risk, Responsibility, Ethics and Governance Research Interest Group.
Student Experience	Increased knowledge and understanding of responsible management education, sustainability and related topics will result in improved employment opportunities. Development of new pedagogical approaches may enhance student satisfaction.
Staff Development	Increased knowledge and understanding of responsible management education, sustainability and related topics
Enterprise	Increased opportunities to work with business and industry to develop case studies, undertake collaborative research and create student placements.

- ▶ Work within existing Corporate Strategy and 'piggy back' on existing initiatives



# CURRICULUM

- ▶ Full review of Programmes/modules
- ▶ Realignment with key activities
- ▶ Integration of Ethics Responsibility and Sustainability
- ▶ Change in 'Culture' and 'Feel' of the School
- ▶ Change in pedagogical approach
- ▶ Sustainability Literacy Test
- ▶ Business Ethics Competition (Sponsored)

## EXISTING APPROACH

- ▶ Students take 120 credits a year.
- ▶ Final year Business Ethics module
- ▶ 10 credits. 1st semester. Core. 850 students
- ▶ That's it.....

## EMERGING APPROACH

- ▶ ERS Diffused through courses
- ▶ 1st year/2nd year - Building Business practice (experiential learning)
- ▶ Final year capstone - Responsible Strategy
- ▶ Final year 'Consultancy Project'/Dissertation

## PROGRAMME REVIEW

- ▶ Full institutional review
- ▶ Changes in course composition (PFNA)
- ▶ Focus on UG programmes
- ▶ 26 Programmes 2400 students
- ▶ Phased roll-out 2016 - 2018
- ▶ Opportunity to review for RME
- ▶ Started at course (module) level

### Module Overview

Year 1	
AF4002	Financial Decision Making
BM9400	Business Analysis for Decision Making
HR9405	Managing People at Work
MO9409	Operations and Integrated Supply Chain and Marketing Management
NX9410	Building Business Practice
SM9411	Global Business Environment
GA4001	Academic Language Skills for Northumbria Business School
Year 2	
HR9508	Employability & Career Planning
HR9510	Human Resource Management
NX9523	Business Professional Practice
NX9524	Digital Business
SM9532	Strategic Frameworks and Cultural Contexts in International Management
SM9533	International Business: Growth Strategies and Resourcing
GA5001	Academic Language Skills for Northumbria Business School
NX9527	Newcastle Business School Study Abroad



# Faculty of Business and Law

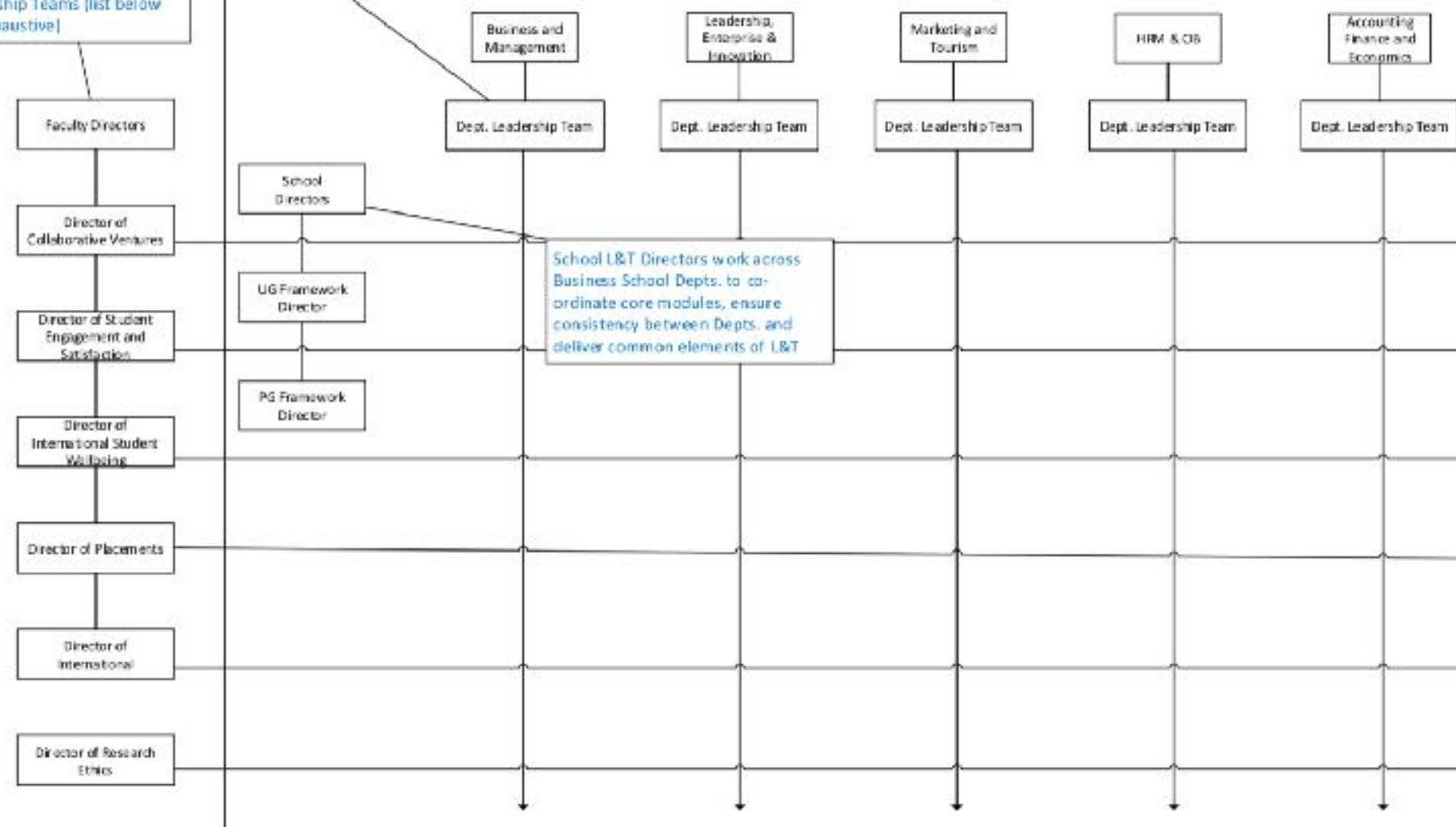


## Newcastle Business School

## Northumbria Law School

• See subsequent pages for breakdown of DLT roles

Faculty Directors work across the faculty with relevant members of the Departmental Leadership Teams (list below not exhaustive)



School L&T Directors work across Business School Depts. to co-ordinate core modules, ensure consistency between Depts. and deliver common elements of L&T

Dept

### Module overview requirements – Undergraduate Renewal:

Module Name	Managing people at work	
Level	4	
Core or Option/Pathway	Core	
Indicative Content	<p>The module provides an introduction to the theory and practice of managing people at work. Students will develop an understanding of the principal challenges facing managers and HR practitioners through an exploration of the key themes within organizational behaviour (OB) and the key facets of HRM. The connections between these two areas will be facilitated through an OB-focus to the lectures and the practical application of these theories to real life HR examples through seminar activities. Students will engage with cases based on real life HR / people management examples underpinned by academic journal articles and research that will be used to illustrate the lectures. Students will also actively identify how the concepts and models studied apply to their own experiences of work (where applicable).</p> <p>OB-specific topics include:</p> <ul style="list-style-type: none"> <li>• Introduction to OB</li> <li>• Organization structure, design, architecture contemporary) rational organizational/ work design</li> <li>• Managing diverse groups and teams/ effective teams</li> <li>• Sex and gender in management</li> <li>• Organizational culture and managing culture</li> <li>• Managing the individual</li> <li>• Perception and Personality</li> <li>• Motivation/ reward/ performance</li> <li>• Ethics/ Leadership/ Followership</li> <li>• Politics and decision making in organizations</li> <li>• Managing conflict</li> <li>• Managing change</li> </ul> <p>HR-specific topics include:</p> <ul style="list-style-type: none"> <li>• Understanding the Nature of HRM</li> <li>• Human Resource Planning</li> <li>• Managing Diversity</li> <li>• Recruitment and selection</li> <li>• Learning and development</li> <li>• Performance management, appraisal and Reward</li> </ul>	<p><b>Alex Hope</b> Diversity? Responsible Management Content</p> <p><b>Alex Hope</b> Responsible Management content</p> <p><b>Alex Hope</b> Responsible Business content</p> <p><b>Alex Hope</b> Responsible Management Content</p> <p><b>Alex Hope</b> Can we include how businesses can use recruitment to embed responsible management i.e. explicit mention within job specs?</p>



<b>Module Name</b>	Contemporary Issues in Financial Reporting	
<b>Level</b>	6	
<b>Core or Option/Pathway</b>	Core	
<b>Indicative Content</b>	<p>This module examines the contemporary issues and controversies in financial reporting. As such it focuses on technical and theoretical elements of International Financial Reporting Standards (IFRS). This enables students to understand how financial reporting standards are used and applied in practice. In addition the module gives insights into academic research which supports students' understanding of higher level financial reporting issues.</p> <p>The module is split into two distinct areas which complement the assessment structure. The first part involves teaching of reporting standards which are a continuation of the work students undertake at level 5 in financial reporting. The concepts which are taught in this module enable students to gain a deeper understanding of the subjective elements of IFRS, thus aiding their decision-making skills. The second part introduces students to theoretical research which aids in their understanding of the contemporary issues which face the macro environment of financial accounting.</p>	<p><b>Alex Hope</b> Will this include the role of the IFRS in promoting accounting ethics? And the CIMA Accounting Ethics frameworks?</p>
<b>Cohorts</b>	This module is a core module on the BA (Hons) Accounting programme	
<b>Module learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Critically appraise the strengths and weaknesses of contemporary financial reporting practices and debates.</li> <li>2. Understand and apply a selection of International Financial Reporting Standards.</li> <li>3. Research a particular financial reporting issue, synthesising the material into an evaluative briefing paper and illustrative case study.</li> <li>4. Present and defend their briefing paper and case study to an audience of peers using appropriate information technology and promoting and managing a discussion of key issues.</li> </ol>	<p><b>Alex Hope</b> Could be from an ethics perspective –</p>
<b>Module Delivery</b>	Two hours lecture per week, two hours seminar per week, two full days (consecutively) at the end of the January assessment period for the Continuous Professional (CPD) event. Total 64 hours engagement time.	
<b>Learning prerequisites</b>	A level 4 & 5 Financial Accounting module	
<b>Assessment</b>	There will be two points of assessment on this module. The first will be a 3-hour closed book examination in the January period. The second will be involvement in a two-day Continuous Professional Development (CPD) event at the end of the January assessment period. Each component will be worth 50% of the total grade.	
<b>Indication for mapping</b>	This module is designed to be both research-rich and research-led. Students are expected to engage in a significant amount of research in order to be able to create a briefing paper and give a presentation which is comparable to professional standards. In addition a significant proportion of the teaching on the module is based upon contemporary academic research. Through both a practical understanding of financial reporting	<p><b>Alex Hope</b> As indicated above there is the opportunity to include ethics, responsibility and sustainability content throughout this module and make it explicit in the TLP and Module descriptors.</p>



## CULTURE AND FEEL

- ▶ Student Societies
- ▶ Model UN
- ▶ Student 'champions'
- ▶ Business Clinic
- ▶ Experiential Learning
- ▶ Student Sustainability Society
- ▶ Student Placements
- ▶ Cinema Club



# THE BUSINESS CLINIC









## RESEARCH

- ▶ Creation of the 'Responsible Business' signature research theme.
- ▶ Encouragement of UG, PGT and PGR thesis
- ▶ Hosting of research conferences
- ▶ Collaborations with industry
- ▶ Public Lecture Series



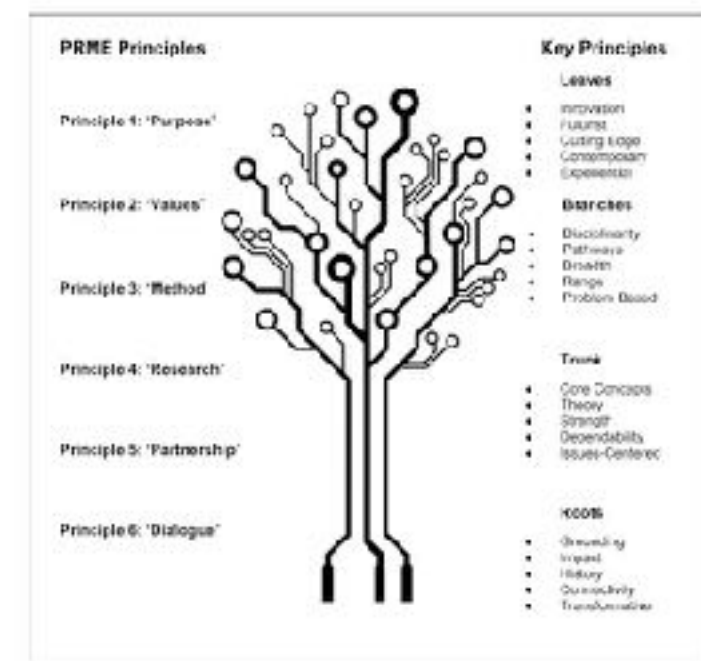
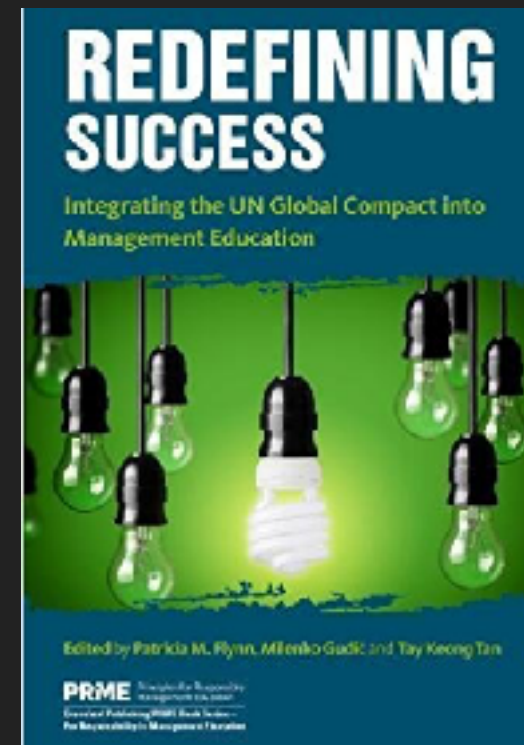
**The challenge of sustainability and a slew of corporate scandals provide almost daily illustration of the need for responsibility in business.**

As a signatory of the United Nations' sponsored Principles of Responsible Management Education (PRiME) the Faculty of Business and Law is committed to promoting responsibility in our teaching, consulting and research.

As the seventh most productive business school in the UK for publications in business ethics we have a long-standing commitment to such research and the Risk, Responsibility, Ethics and Governance research cluster brings together over seventy scholars and research students who aim to develop insightful, novel, and useful research. Colleagues working in this cluster undertake work in a wide

## RESEARCH PUBLICATION OPPORTUNITIES

- ▶ RME and PRME Research
- ▶ Greenleaf Book Series
- ▶ Special Issues
- ▶ PhD Research
- ▶ Teaching SDGs
- ▶ Pedagogical Approaches
- ▶ Climate Change Education survey



## ENGAGEMENT

- ▶ Strategic Partnerships
- ▶ Northern Initiative on Business Ethics (NIBE)
- ▶ GLocal Compact UK
- ▶ Business in the Community (BITC)
- ▶ Local Enterprise Partnership
- ▶ Legal Sustainability Alliance (LSA)





## UK PRME CHAPTER CONFERENCE

- ▶ 70 Participants
- ▶ 26 Papers
- ▶ 8 Workshops
- ▶ 6 countries
- ▶ 1/3 Students (PGR & UG)
- ▶ Business Panel
- ▶ Academic/Business Keynotes



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# NEXT STEPS

- ▶ Funding and Resource
- ▶ Roll out of final year UG modules
- ▶ Integration of SDGs into teaching
- ▶ Responsibility Day
- ▶ Development of MBA modules
- ▶ Institutionalize across the University
- ▶ Outreach to Schools (SDGs)
- ▶ UK PRME Chapter Research Fund



# ALIGNMENT WITH UNIVERSITY GOALS

- ▶ Campus Sustainability
- ▶ Education for Sustainable Development (ESD)
- ▶ New defined job roles
  - ▶ Director of Equality, Diversity and Development
  - ▶ Director of RME /ESD?



## LESSONS LEARNT

- ▶ PRME is an enabler - not a driver...
- ▶ PRME is what you make it
- ▶ Don't ask for permission (beg for forgiveness)
- ▶ Hearts and Minds
- ▶ Tap into existing activities (and budgets)
- ▶ Align with key corporate goals - mission - vision
- ▶ Succession planning is crucial (has to be the right person)
- ▶ PRME can be good for your (and your colleagues) career
- ▶ Get involved in the PRME community!
- ▶ Learn from others

### Principle 2: Values

*'We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.'*

Ethics, Responsibility and Sustainability are fundamental strategic drivers for business and the concept of responsible management is a theme that permeates Newcastle Business School's curriculum, research and enterprise strategies. The school aims to incorporate issues of ethics, sustainability, corporate social responsibility, responsible leadership and management in its education, knowledge transfer and business engagement activities.



We believe that responsible management should be at the heart of business operations and are dedicated to furthering the education of business leaders that recognise the challenges of sustainability and are equipped to innovate for a sustainable future.

We are committed to producing responsible managers that possess the capabilities to be generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy. Our commitment to Responsible Business is highlighted in the School's Vision to promote

*"sustainable and responsible practice and leadership in business"*

Our ambition is that every single student will engage in real world learning experience which will be a unique offer in the market and ensure that we are known for successful integration

#### *Vision Statement*

*'As a professional and international School, the Newcastle Business School develops individuals to achieve leadership, management and employability potential through business relevant, research engaged education.'*

#### *Mission Statement*

*'The aspiration of Newcastle Business School is to provide excellent teaching, impactful research and value adding consulting which promotes sustainable and responsible practice and leadership in business. In this way we will benefit the individuals, communities and organisations we serve.'*

of theory and practice where teaching, research and enterprise connect with the community, business and professions at every level and in a deep, pervasive manner. We will have a global reach with a network of quality partners around the world and will draw

increasing numbers of international students and staff to the UK. We aim to have our work recognised by stakeholders and peers and as an indication of this aspire to achieve top quartile ranking in the Sunday Times League Table for each of our subject areas.



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# KEEP IN TOUCH!

[alex.hope@northumbria.ac.uk](mailto:alex.hope@northumbria.ac.uk)

@DrSustainable

[www.drsustainable.com](http://www.drsustainable.com)

<https://www.facebook.com/DrSustainable/>

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